

International Education: China

This lesson can take anywhere from one day to one week, with extended activities.

I. Content:

I want my students to understand (or be able to):

- A. How the concept of Revolution was implemented in China at the beginning of the 20th century.
- B. How the Chinese Revolutionary Period compared to that of the American Revolution.
- C. How China changed as a result of the Revolution of the early 20th Century.
- D. How citizens alter the political order to protect their liberties using the concept of Revolution.

II. Prerequisites:

In order to fully appreciate this lesson, the student must know (or be experienced in):

- A. Analyzing the causes and results of the American Revolution
- B. Organizing and evaluating the significant events of the American Revolution.
- C. Discussing the economic issues that motivated Americans to revolt and sustain a war.

III. Instructional Objective(s):

The student will:

- A. Understand the meaning of Revolution.
- B. Understand how the American Revolution influenced other Revolutions around the world.
- C. Understand how the Chinese Revolution of the early 20th century affected the Chinese people.
- D. Understand differences between successful and unsuccessful Revolutions.

IV. Materials and Equipment

Teacher: U.S. History I Course of Study

International Lesson: China Lesson Plan

Student: Student Handout 1, China's Revolutionary Struggle

(One for each student)

Student Handout 2, Documents 1 - 10

(Cut into strips, Documents 1-10 for student groups)

Student Handout 3, Historical Document Worksheet

(One for each student)

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V. Instructional Procedure:

- A. (Optional) Introduce the lesson by playing the song, “Revolution.”
- B. Ask students to define Revolution.
- C. Have student brainstorm what makes a successful Revolution.
- D. Discuss with students how the American Revolution inspired many other Revolutions, such as the French Revolution, the Russian Revolution, and the Chinese Revolution.
- E. Assign students to read the background information on China’s Revolutionary Struggle. (See Student Handout 1)
- F. (Optional) Answer the discussion questions either individually or in small groups.
- G. Divide the class into 10 small groups. (Less groups may be used, depending on class size.) Hand each group one primary source document. (Student Handout 2, cut into strips, Documents 1 – 10)
- H. Assign students to read their primary source document together and answer the questions on the primary source worksheet. (Student Handout 3)
- I. Use a wagon-wheel activity by putting one student from each group into a larger group with each of the primary source documents being represented. Each group should now contain a representative for each document 1 – 10. (You may have fewer than 10 in a group if you chose to use less documents because of class size.)

Wagon Wheel Activity – Take students who have viewed a document in one group and put each of them into a different group. The students then teach the others in their new group what they learned in the initial group they were in.

- J. Assign students to discuss in their groups what their document (from Documents 1 – 10) tells them about this time period in China.

VI. Assessment / Evaluation:

Assign students a webbing activity using two main ideas, the American Revolution and the Chinese Revolution of the early 20th century. After students have created their mental webs, assign them an essay discussing the differences between the two Revolutions and analyzing the success or failure of the two events.

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Webbing Activity – This mental mapping technique encourages students to think critically in discovering how ideas in a reading passage or lesson are related. The student begins the webbing process by identifying the main event of a historical period. The main idea then becomes the center of the webbing diagram. The student writes the main idea or lesson focus in a circle or another figure that will represent the central part of the webbing diagram. Lines are then to be drawn from this center part of the diagram to connecting words or statements that support or add to the definition of the main idea or focus of the lesson. (If, for example, the class is studying or reading a passage about an important historical figure in American history, the webbing diagram might begin with the person's name in the center of the diagram. Lines would then be drawn that lead from the person's name to words or statements that support or describe the person's historical contributions.)

VII. Idaho Achievement Standards:

- 6-12.USH1.1.1.3 Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society.
- 6-12.USH1.1.1.4 Discuss the causes and effects of various conflicts in American history such as the American Revolution, Civil War and Reconstruction.
- 6-12.USH1.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models.
- 6-12.USH1.4.1.2 Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, Articles of Confederation, and the United States Constitution.
- 6-12.USH1.5.1.2 Evaluate the major foreign policy positions that have characterized the United States' relations with the world, such as isolationism and imperialism.
- 6-12.USH1.5.1.3 Discuss the use of the national interest as a criterion for shaping foreign policy.

VIII. Follow Up or Extension Activities:

- A. Have students create a timeline of the American Revolution and the Chinese Revolution and discuss the events leading up to both
- B. Have students research the important individuals of the Chinese Revolutionary Period.
- C. Assign students to complete the webquest on the following website:
www.eteachers.com.au/Samples/int/sec/China/Studyroom/6cultrev/webcultural/htm

Subject: United States History 1

Grade Level: 10

Instructional Block / Theme: Block 3/The Revolutionary War

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- D. Assign students to research the Chinese Cultural Revolution. View scrapbook photos at the following website:
www.media.mmm.edu/scrapbook/scrapbook

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Student Handout 1

China's Revolutionary Struggle

In order to understand the revolutionary changes that took place in China in the first half of the twentieth century, one has to return to events that took place around 1900.

At the turn of the century, the imperialist powers of France, Germany, Great Britain, Japan and Russia began to move to carve spheres of influence into China's interior. The U.S., concerned that it may be excluded from Chinese trade, appealed to these nations with interest in China to recognize the Open Door policy, under which all nations would have equal rights to trade anywhere in China. The nations agreed to this policy, and yet trade continued as it had before.

Foreign powers, traders and ministers roamed about China's interior at will. In an attempt to slow foreign interference in China, a young Qing emperor instituted drastic reforms which shocked China's conservative leadership. They called on the emperor's aunt, Cuxi, to take action. After imprisoning the emperor, she ruled China for the next 10 years.

The empress dowager did everything she could to fight the foreigners' influence, including stirring up hatred among them, especially against the missionaries. She influenced a patriotic movement, which became known as the Boxer Rebellion. Boxers roamed throughout China attacking foreigners.

Imperialist nations created a joint army to fight the Boxers. They put down the rebellion and imposed heavy penalties on the Chinese people, crushing the Boxer Rebellion.

Although the Boxer Rebellion failed to fulfill its major aim – to drive all the foreign powers out of the country - it fostered a nationalistic sentiment among the young and well-educated Chinese. A new political party, the Kuomintang, or Nationalist People's Party, grew out of this reform movement. Its leader, Sun Yat-sen, had spent most of his life in the United States and studied medicine in Hong Kong.

The young nationalists, influenced by Western democratic ideas, wanted constitutional government, with civil liberties guaranteed by a bill of rights. In the nationalists' view, China would be able to defend itself only if it became a modern nation

Qing leaders tried to carry out reforms, but many Chinese wanted a complete break with the "Old China." Young army officers, who supported Sun Yat-sen, led a series of revolts in 1911. In a desperate effort to preserve their dynasty, the Qing proclaimed a

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constitutional monarchy. This move, however, did not satisfy the rebels who continued to push for a republic.

In February 1912 the Kuomintang forced the last Qing emperor to abdicate and they then proclaimed China a republic. Sun Yat-sen used three main ideas to describe the republic's ruling philosophy, "The Three Principles of the People," or people's government, people's rights, and people's livelihood. These principles called for political unification and the end of foreign influence, a gradual change to democratic government, with full personal liberties and rights for all Chinese people, and economic improvements, including industrializing and providing for a more equitable distribution of land.

The Nationalists proclaimed revolutionary change, but the Republic of China existed mainly on paper. Warlords ruled all of China, except a small region around Guangzhou, controlled by the Kuomintang. The warlords refused to surrender their power without fighting against the Nationalists. Some of the warlords even wanted to start their own new imperial dynasty.

The Nationalists, what the Kuomintang called themselves hoped to defeated the warlords and fulfill their aim: to establish the Republic of China as a strong central government. They asked for help from foreign powers and the Soviet Union responded by sending technical, political, and military advisers to help reorganize the Kuomintang and build up a modern Chinese army.

Sun Yat-sen died in 1925 and Chiang Kai-shek, a military commander who had received training in the Soviet Union, took over command of the Nationalist Army. The army grew stronger and Chiang, in 1926, began a military campaign against the warlords in the north. Efficient, highly motivated Nationalist troops quickly defeated the warlords. Nationalist troops seized more area under its control.

However, disagreements began to divide the membership of the Kuomintang. The left wing of the party wanted to put more power into the hands of peasants. The conservative right wing opposed radical change, especially any reforms that would redistribute land and give it to the peasants. Chiang became leader of the right wing and the left wing continued to expand its base of socialists and Communists,

In 1927, Chiang expelled all Soviet advisers from the country and troops loyal to Chiang attacked Communist strongholds. Many Communists were executed on the spot; the few who survived went into hiding. Chiang established a Nationalist government in Nanjing.

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Chiang and his followers set up a one-party system with Chiang as a virtual dictator. Lack of capital hindered efforts to industrialize and promote economic development. However, by 1937 the area of China under nationalist control had made notable progress. They strengthened the financial system by establishing a national bank, improved all levels of the educational system, began a massive road construction program, and extended the railroad system.

Even so, the Nationalists failed to deal with two crucial problems. They made no changes in the oppressive, age-old system of land ownership nor did they make any changes in the method of collecting taxes in the countryside. In fact, they did nothing to eliminate the causes of suffering and discontent among Chinese peasants.

Questions for Discussion

1. Identify the following: Open Door Policy, Sun Yat-sen, Chiang Kai-shek, Nationalists.
2. What was the Boxer Rebellion? What were its results?
3. Describe Sun Yat-sen's three goals for the Chinese republic.
4. What successes did the Nationalists have in modernizing China?
5. What problems did the Nationalists neglect to address?

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STUDENT HANDOUT 2

HISTORICAL DOCUMENT WORKSHEET

1. Type of Document (Check one):

☐ Memorandum

☐ Government Document

☐ Personal Account

☐ Newspaper Account

☐ Letter

☐ Official Proposal

☐ Public Notice

☐ Speech

2. Date(s) of Document: _____

3. Author (or Creator) of the Document: _____

Position (Title): _____

4. For What Audience was the Document Written? _____

5. Document Information

- A. List two – three things the author said that you think are important:

- B. Why do you think this document was written? _____

- C. What evidence in the document helps you know why it was written? Quote from the document. _____

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Grade Level: 10

Instructional Block / Theme: Block 3/The Revolutionary War

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D. List something the document tells you about life in the United States at the time it was written: _____

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STUDENT HANDOUT 3

DOCUMENT 1

CARVING UP CHINA

Sun Yat-sen (1867 – 1925)

Describing China in 1880s

We are the poorest and weakest state in the world, occupying the lowest position in international affairs; the rest of the world is the carving knife and the serving dish while we are the fish and the meat.

DOCUMENT 2

ARMY REFORM

Military Officials

Proposing Reform to the Emperor in 1901

In all the capitals of foreign countries, great ministers are appointed to take special charge of controlling and planning military affairs. In England, France, Germany, and other countries, the name for such a functionary is Chief of Staff. (The General Staff) has special charge of the whole country's naval and military system: the rate of wages and rations, maps, and books, the code of military provisions, the preparation of carts and ships for transportation, diplomatic affairs, intelligence and other matters....If China wishes to train crack troops we must establish this office....Military preparations must not be neglected. If we have no weapons, then peace cannot be maintained. Military instruments must be manufactured in spite of the lack of funds; otherwise our officers and soldiers will never know what modern warfare is....It would be particularly advisable to send people to Japan and other countries to study modern weapons.

DOCUMENT 3

A BOXER NOTICE

From North China, 1900

Attention: All people in markets and villages of all provinces in China – now, owing to the fact that Catholics and Protestants have vilified our gods and sages, have deceived our emperors and ministers above, and oppressed the Chinese people below, both our gods and our people are angry at them....This forces us to practice the I-ho magic boxing so as to protect our country, expel the foreign bandits and kill Christian converts, in order to save our people from miserable suffering.

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DOCUMENT 4

A REVOLUTIONARY SPEAKS

Sun Yat-sen (1886-1925)

One of the Founders of Modern China

From 1885 – i.e., from the time of our defeat in the war with France, I set before myself the object of the overthrow of the Ch'ing Dynasty and the establishment of a Chinese Republic in its ruins. At the very beginning I selected for my propaganda the college at which I was studying....In the Canton Medical School, I made friends with Cheu-Shi-Liang, who had a very large circle of acquaintances amongst widely traveled people who knew China well. When I began talking of revolution, advocating its ideas, he gladly agreed with me, and declared that he would immediately enter a revolutionary party if I would agree to lead it. After staying a year in the school at Canton, I learned that an English medical school had been opened at Hong Kong. Thereupon, attracted also by the thought that there I should have a wider field for my revolutionary propaganda, I went to Hong Kong....Living together with my friends, we were constantly discussing the revolution. Our thoughts were fixed on the problems of the Chinese Revolution.

DOCUMENT 5

THE THREE PRINCIPLES OF THE PEOPLE

Sun Yat-sen

Part of the Manifesto of the first National Congress of the Kuomintang, 1924

1. The Principle of nationalism. There are two aspects to this principle – namely, self-emancipation of the Chinese nation and equality of all races within Chinese territory.
2. The Principle of Popular Sovereignty. This principle envisages a system of direct popular authority....that is to say, the people will enjoy the rights of election, initiative, referendum and recall....
3. The Principle of the People's Livelihood. This principle contains two fundamental aspects – equalization of land and regulation of capital....

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DOCUMENT 6

WARLORDS

Han Suyin – A novelist who grew up in China writing in her autobiography

Feng Yuhsiang, the Christian general, at one time military commander and warlord of Honan...commanded a stretch of the railways and moved his troops on them, east and west, south and north. He was the warlord who came to dinner with my father....He was the best of a bad lot, a man of some honesty, a good commander to his soldiers, but personal ambition made him short-sighted and he fell. Sun Chuanfang, the most powerful Overlord of them all, absolute ruler of five provinces at one time,...I remember only because his daughter, in the last years of my own husband's life, tried to supersede me and to become his wife in 1946. Sun Chuanfang killed thousands of people, his soldiers went about cutting off heads as easily as mowing grass; anyone who wore something red, or carried a book, or even had a kerchief with some red colour, was killed on the spot by his men, decapitated or shot or hacked to pieces. He was the most deliberately cruel of them all.

Then there was Chang Tsungchang, the 'three don't knows' warlord, who did not know how many soldiers, how many wives, or how much money he had.

DOCUMENT 7

THE PLIGHT OF THE PEASANTS

An American journalist describing what he saw in China in the 1930s

For the first time in my life I came abruptly upon men who were dying because they had nothing to eat....I saw thousands of men, women, and children starving to death before my eyes. Children are even more pitiable, with their little skeletons bent over and misshapen, their crooked bones, their little arms like twigs, and their purpling bellies, filled with bark and sawdust, protruding like tumors. Women lie slumped in corners, waiting for death....But there are, after all, not many women and girls. Most of them have died or been sold....I saw fresh corpses on the streets of Saratsi, and....shallow graves where victims of famine and disease were laid by the dozens. But these were not the most shocking things after all. The shocking thing was that in many of those towns there were still rich men, rice hoarders, wheat hoarders, moneylenders, and landlords, with armed guards to defend them, while they profiteered enormously....There was grain and food, and had been for months, in Peking, and....elsewhere were thousands of tons of wheat and millet, collected (mostly by contributions from abroad) by the Famine Commission, but which could not be shipped to the starving. Why not? Because in the north-west there were some

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militarists who wanted to hold all of their rolling stock and would release none of it towards the east, while in the east there were other Kuomintang generals who would send no rolling stock westward – even to starving people – because they feared it would be seized by their rivals.

DOCUMENT 8

LIFE OF A PEASANT FAMILY IN 1919

Loo Tsan-lan – A worker in the city of Nanking recalls her history

We were so hungry, we devoured anything. People laughed to see us pick up decaying cabbage-leaves. Our stomachs swelled, we were so often ill from the rotten food....My father found it impossible to get work and my mother kept the family alive on her meager earnings by mending clothes. The only rice we had in those days was the rice strained from the pig-swell.

DOCUMENT 9

THE OLD CHINA

Writing in 1936, a Chinese scholar looks back on the past

I can still recall the China of my childhood days, a China none too well ruled, it is true, but nevertheless a peaceful China. The greed and corruption and incompetence of the.....government were the same, and some officials squeezed more than the others, but the worst ones were impeached and deposed or sent to jail, for there was a system. There were good governors and bad governors, but they were educated mandarins, and not onion-eating, oath-swearing, and hell-breathing warlords, masters unto themselves and ruling by the grace of their illiterate fists. There were good magistrates and bad magistrates, some of whom the people loved and some whom the people feared, but those who overstepped their limits encountered ‘town strikes,’ and their case was reported to the governor or the Emperor, and they were dismissed, transferred or punished. Thus there was a system, however imperfect, and some sort of justice, however qualified, and where there was justice, there was peace. There were no civil wars, bandits were yet rare, and one could travel from one part of the province to another with security.

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DOCUMENT 10

DISAPPOINTMENT

Sun Fo – The Son of Sun Yat-sen writing in 1944

We must frankly admit the fact that in these twenty years the machinery and practice of the Kuomintang have turned in a wrong direction, inconsistent with the Party Constitution drafted by Dr. Sun Yat-sen in 1923 and contrary to the spirit of democracy.

Weston, Anthony. The Chinese Revolution. St. Paul, Mn.: Greenhaven Press, Inc., 1983.